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ABSTRACT

The Admission Testing Program Summaries prepared by the College Entrance Examination Board are reviewed and compared. The summaries are a set of 21 tables reporting Scholastic Aptitude Test (SAT) scores, Achievement Test scores, and other data about students who took the SAT in national administrations. The fluctuations of the average SAT scores for University of Maryland Baltimore County students at different phases of the admissions process and from year to year are presented and compared to some Maryland high school college-bound seniors and to national norms. The summaries did provide a basis for getting some feeling about UMBC students and their educational goals, their choice of intended field of study, the extent to which they received high school honors and awards, their plans to apply for advanced credit, and their needs for special assistance. (Author)

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COMPARISON OF UNIVERSITY OF MARYLAND BALTIMORE COUNTY ENTERING FRESHMEN CLASSES 1972, 1973, 1974 RESPONSES TO THE C.E.E.B. STUDENT DESCRIPTIVE QUESTIONNAIRE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

UMBC has participated in the Admissions Testing Program (ATP) of the College Entrance Examination Board (CEEB) for three consecutive years (1971-72, 1972-73, 1973-74). Information collected each year on UMBC Freshmen was tabulated by CEEB and reported in ATP Summaries. These summaries are composed of twenty-one tables. Similar summaries were prepared on a national, regional, and state basis.

With a number of these summaries at hand, it seemed an opportune time to review the data currently available. The purpose of this review, then, was simply to get an overall feeling for the data, to describe some parts of it, and to make a few comparisons where appropriate. The Admission Testing Program is still young, and therefore the data do not lend themselves to identifying longitudinal trends or to performing highly sophisticated analyses.

Unfortunately, summaries were not available for those groups of greatest interest. They include those who had their test scores sent to UMBC but never applied for admission; those who applied for admission but were not accepted; those who were accepted but did not enroll; and finally, those who enrolled but did not persist through the first year. ATP Summaries for those groups have been requested.

At this point in time, a descriptive use of the data seemed most appropriate. In terms of SAT scores, the fluctuation of the average scores for UMBC students at different phases of the admissions process and from year to year are presented and compared to some state and national scores. A similar "picture" was taken of other data such as self-reported class rank, and estimated high school grade point average. The summaries did provide a basis for getting some feeling about UMBC students and their educational goals, their choice of intended field of study, the extent to which they received high school honors and awards, their plans to apply for advanced credit, and their needs for special assistance.

LIMITATIONS IN THE COMPARISON

This report is a review and comparison of the Admissions Testing Program (ATP) summaries prepared by the College Entrance Examination Board (CEEB). The summaries are a set of twenty-one tables reporting Scholastic Aptitude Test (SAT) scores, Achievement Test scores, and other data about students who took the SAT. Reference will be made to data pertaining to five different groups throughout this report. The following descriptions will serve to clarify the differences among the groups.

Prospective: those students who, at the time they took the SAT, requested that their scores be sent to UMBC.

Applicants: those students for whom the Admissions Office had both an application for admission and SAT scores on file.

Accepted: those students who were formally admitted to UMBC and for whom SAT scores were available.

Enrolling: those students from the accepted group who actually enrolled at UMBC for the fall semester following graduation from high school

Persisting: those students who enrolled the previous fall and who completed the spring semester.

The Student Descriptive Questionnaire (SDQ) has been part of the Admissions Testing Program since 1971-72. This questionnaire contains items regarding personal, social, and academic characteristics. Completing the SDQ is voluntary; therefore, the number of students taking the SAT each year exceeds the number for which SDQ data are available. For example, data for the 1972-73 high school seniors who took the SAT indicate that 82% of the Prospective, 96% of the Applicants, 94% of the Accepted, and 92% of the Enrolling UMBC students responded to the SDQ or some items thereon. All information, exclusive of SAT and Achievement test scores, discussed in this report was collected via the SDQ.

Since this review of the summaries was primarily exploratory and descriptive in purpose, no particular hypotheses or research questions were posed. Rather, the available data say in hopes that the results will lead to formulating some questions that further research could be designed to answer.

The following ATP summaries were available at the time this report was prepared:

1. UMBC Prospective, Applied, Accepted and Enrolled groups for 1971-72 and 1972-73 high school seniors; and UMBC Persisting for 1971-72

2. UMBC Prospective for 1973-74 high school seniors

3. Prospective for State of Maryland 1972-73 high school seniors

4. Prospective for National 1972-73 and 1973-74 high school seniors.

There are several limitations regarding the Admissions Testing Program summaries that ought to be recognized. The data apply only to those students who were high school seniors during the reporting year and had taken the SAT. The College Entrance Board estimates that for 1973-74 that group represented one-third of all 1974 high school graduates and about two-thirds of those who went directly to college. Therefore, no claim is made that the data are representative of the 1974 high school graduates or 1974 entering college freshman. Furthermore, for any one reporting year the latest available data per individual are reported, regardless of when the SAT was taken. That is, if a student took the SAT in his junior year only, those scores for him were reported during the year in which he was a senior. If he repeated the SAT in his senior year, only the senior score was reported.

SCHOLASTIC APTITUDE TESTS

Verbal

SAT Verbal scores fluctuated during the admission process. (Figure 1) The 1971-72 high school seniors who applied to UMBC had an average score four points higher than the Prospective group (455 and 451, respectively). The average score for those Accepted was again higher by six points (461). That average dropped five points for the Enrolling group (456) but rose again three points for the Persisting group (459). In general, then, scores of the Accepted students were higher than those who had their scores sent to UMBC and those who actually applied; whereas the scores of those who actually enrolled were lower than those accepted but about equal to those who applied. Students who persisted through the first year, however, had scores similar to the group that was accepted. All of these averages were above the college norms for All Colleges (444) and 4-Year Public Colleges (447).

The figures for 1972-73 high school seniors differed slightly. The Applicants' average score was lower than the Prospective (434 and 437, respectively). However, as in 1971-72, the Accepted average (445) was higher than both groups, and the Enrolling average was slightly lower by two points (443). The Enrolling group scores resembled those of the Accepted group more than the lower scores of those who had their test results sent to UMBC and those who actually applied. For the 1972-73 high school seniors, the college norms for All Colleges was 434 and for 4-Year Public Colleges, 439.

The State of Maryland 1972-73 Prospective average was 454 and the National Prospective average was 445. When statistical comparisons were made with these averages, the UMBC Prospective and Applied averages were significantly lower. The UMBC Accepted and Enrolled averages were significantly lower than the State of Maryland Prospective but not significantly different from the National Prospective average. It appeared, then, that all UMBC groups were less able than the State of Maryland Prospective group, and the UMBC Accepted and Enrolled groups were equally as able as the National Prospective group. Further comparisons were made between the 1971-72 and 1972-73 UMBC Prospective, Applied, Accepted, and Enrolled groups. The 1971-72

averages for each group were statistically significantly higher than the average of the corresponding 1972-73 group.

The average Verbal SAT score for the 1973-74 Prospective UMBC students was 439. This average was not statistically significantly different from the 1972-73 UMBC Prospective average of 437. Similar to 1972-73, however, the UMBC Prospective was significantly lower than the National Prospective for the 1973-74 high school seniors (444). The non-significant difference between the UMBC Prospective groups for 1972-73 and 1973-74 is in keeping with the National trend for the same years.

In summary, the UMBC Prospective averages decreased significantly between 1971-72 and 1972-73, but the difference between 1972-73 and 1973-74 was not statistically significant. This has also been the national trend. The average scores for 1972-73 UMBC group were all statistically significantly lower than those for corresponding UMBC groups for 1971-72 and the 1972-73 State of Maryland Prospective average. When compared to National Prospective 1972-73 High School Seniors, the UMBC 1972-73 Prospective and Applied were statistically significantly lower but no significant differences occurred for the UMBC Accepted and Enrolled groups. The 1973-74 UMBC Prospective average was statistically significantly lower than the 1973-74 National Prospective averages.

All UMBC groups for 1971-72 maintained a higher average than the college norms for All Colleges and 4-Year Public Colleges. For 1972-73, all UMBC group averages equalled or exceeded the college norm for All Colleges, and the UMBC Accepted and Enrolled group averages exceeded the college norms for the 4-Year Public Colleges. The UMBC Prospective average for 1973-74 was equivalent to the college norms for All Colleges and 4-Year Public Colleges.

Math

An examination of the admission process for the 1971-72 high school seniors showed that the UMBC Accepted group had a higher average than the Prospective and Applied groups (495 compared to 483 and 489, respectively) (Figure 2.) Those Enrolling evidenced a lower average (490), but the average for the Persisting group was 495 - equivalent to those who were accepted. These averages for the UMBC groups were above the college norm for All Colleges (468) and above that for 4-Year Public Colleges (480) Prospective groups.

The "patterns" for 1972-73 high school seniors averages was one of an initially lower average between the Prospective and Applicants (476 and 473, respectively) followed by increasingly higher averages for the Accepted (434) and Enrolled (487) groups. For the year 1972-73, comparisons were made between UMBC groups and the averages for the State of Maryland Prospective group (488) and the National Prospective group (481). The UMBC Prospective and Applied groups were statistically significantly lower than the State and National Prospective groups. However, no differences were found between the UMBC Accepted and Enrolled groups and the State Prospective nor between the UMBC Accepted group and the National Prospective. Furthermore, the UMBC Enrolled average was significantly higher than the National Prospective average.

The college norm for All Colleges was 467 and for 4-Year Public Colleges was 479, UMBC Prospective and Applicants were above All Colleges and below 4-Year Public Colleges. The UMBC Accepted and Enrolling averages were higher than the All College and 4-Year Public College Prospective norms.

Each 1971-72 UMBC group was compared with the corresponding group for 1972-73. The 1972-73 averages were statistically significantly lower for the Prospective, Applicant, and Accepted groups. No differences were found between the Enrolling groups.

The 1973-74 UMBC Prospective average was 477, which was not significantly different from the 1972-73 UMBC Prospective average of 476. The National 1973-74 Prospective average was 480 which was not significantly different from the 1973-74 UMBC Prospective group.

In summary, the UMBC Prospective average Math SAT scores decreased significantly from 1971-72 to 1972-73. The difference between the 1972-73 and 1973-74 averages for UMBC Prospective groups was not significant and paralelled the National figures. Although the 1972-73 UMBC Prospective, Applied, and Accepted group averages were statistically significantly lower than corresponding 1971-72 UMBC groups, the Enrolled groups were not. When compared to the 1972-73 State and National Prospective groups: the 1972-73 UMBC Prospective and Applied averages were significantly lower; the UMBC Accepted average was not significantly different; and the UMBC Enrolled average was not significantly different from the State but was significantly higher than the National. The 1973-74 UMBC Prospective average was not significantly different from the 1973-74 National Prospective average nor different from the 1972-73 UMBC Prospective average.

All UMBC group averages for 1971-72 were above the college norms for All Colleges and 4-Year Public Colleges for the same year. During 1972-73 all UMBC groups exceeded the average for All Colleges, and the UMBC Accepted and Enrolled groups exceeded the average for the 4-Year Public College. The 1973-74 UMBC Prospective average was higher than the norms for the All College and 4-Year Public Colleges.

SELF-REPORTED CLASS RANK

The percentages of students in the first tenth and the first fifth of their graduating classes were based on self-reported rank (Table 1). The 1971-72 UMBC group percentages for students in the first tenth varied from 17-20 and for the first fifth varied from 39-43. These percentages were comparable to the college norm for All Colleges but slightly lower when compared to 4-Year Public Colleges.

The 1972-73 UMBC group percentages were between 18 and 21 for students in the first tenth and between 43 and 48 for the first fifth. The percentages for UMBC groups in the first tenth compared favorably with the All College norm but were slightly lower than percentages for the 1972-73 State of Maryland Prospective, National Prospective, and 4-Year Public College norm. The percentages of UMBC groups in the first fifth were generally higher than the All College Norm and compared favorably with the percentage for the State, National, and the 4-Year Public College Norm.

For 1973-74 UMBC Prospective group, the percentage of students in the first tenth was lower than prior UMBC Prospective groups, the 1973-74 National Prospective, and college norms for All Colleges and 4-Year Public Colleges. The percentage of UMBC 1973-74 Prospective students in the first fifth was between those reported for prior UMBC Prospective groups, and lower than the 1973-74 National Prospective and 4-Year Public College norm, and slightly lower than the All College norm.

In summary, the percentage of UMBC Prospective students for 1973-74 in the top tenth of their graduating class was the lowest reported when compared to prior years. The same can be said for the 4-Year Public College norm. The 1973-74 UMBC Prospective percentage of students in the top fifth of the class does not compare as well with other 1973-74 groups as prior years' UMBC Prospective student percentages have.

ESTIMATED HIGH SCHOOL G.P.A.

An estimated high school grade point average was calculated for each student who reported both latest grade and years of study in at least one of six subject areas (Table 2). Prior data for 1971-72 were not available since estimating high school G.P.A. was initiated with the 1972-73 high school seniors.

The GPA for UMBC Prospective students was higher in 1973-74 than in 1972-73 as it was for the National Prospective students and the college norms for All Colleges and 4-Year Public Colleges. During 1972-73, the UMBC Accepted and Enrolling group GPA's were higher than the Applied group and lower than for those students who had their SAT scores sent to UMBC. For both years reported, the UMBC Prospective group GPA's were slightly lower than the GPA's for the National Prospective and college norms for All Colleges and 4-Year Public Colleges. The difference between 1972-73 GPA's for UMBC and State of Maryland Prospective groups was negligible.

EDUCATIONAL GOALS

Educational goals were summarized by the categories: 1) Two-Year Training Program; 2) Associate of Arts Degree; 3) B.A. or B.S. Degree; 4) M.A. or M.S. Degree; 5) M.D., Ph. D., or Other Professional Degree; and 6) Undecided. Categories 4 and 5 were combined to reflect the percentage of responding students who had intentions of doing graduate studies.

The percentage of students with Graduate Study Intentions has increased each year for the UMBC Prospective, Applicants, Accepted and Enrolling groups (Table 3). Forty-one per cent of the 1973-74 UMBC Prospective students plan graduate studies. Furthermore, this percentage increased during 1971-72 and 1972-73 as the admissions process continued from the Prospective through the Enrolled groups. For the 1972-73 high school seniors, the percentage of UMBC Prospective students with graduate study intentions exceeded that for the National group and equalled that for the State of Maryland; and for 1973-74, the UMBC percentage exceeded the National figure by 3 percentage points.

Depending on the particular UMBC group and year, the percentage of students intending to earn a bachelor's degree fluctuated between 33 and 36. These percentages were all greater than the 1972-73 State of Maryland and National percentages. The percentage of UMBC students with undecided educational goals varied from 21 to 23, which were also lower than the figures reported for 1972-73 State of Maryland and the 1972-73 and 1973-74 National groups.

In summary, the percentage of UMBC students with graduate school intentions increased over the years reported. As the admissions process continued, the percentage increased also. UMBC seems to have a greater percentage of students seeking a bachelor's degree and a lower percentage of undecided students than those figures reported for 1972-73 State of Maryland and 1972-73 and 1973-74 National groups.

FIRST CHOICE OF INTENDED FIELD OF STUDY

UMBC Prospective 1971-72, 1972-73, and 1973-74 high school students were compared in terms of intended field of study. And these groups, in turn, were contrasted with National data for Prospective 1972-73 and 1973-74 high school students to identify some trends.

The percentage of male UMBC Prospective students decreased one or two points in the following fields between 1971-72 and 1972-73; Art, Engineering, Physical Science, and Social Science. A three per cent increase in Nursing and Other Health and a two per cent increase in Undecided was evident. Between 1972-73 and 1973-74, decreases of one to three per cent were seen in Biological Sciences, Education, Engineering, Foreign Language, and Social Science. (The Social Science percentage for 1973-74 was readjusted by adding Psychology to History and Cultures. Up to 1973-74 they were all reported as Social Science; therefore, combining them for 1973-74 allowed comparisons with prior years). In contrast, increases of one per cent occurred in Architecture, Journalism, Mathematics, Music, Nursing, and Other Health, and Physical Science in addition to a two per cent increase in Undecided. Some trends for males between 1971-72 and 1973-74 seemed to be a small but steady decline in Engineering and Social Sciences, a steady increase in Nursing and Other Health, and a steady increase in Undecided.

The percentages of female UMBC Prospective students decreased one to three points in the fields of Art, Biological Sciences, Education, English, Home Economics, Physical Science, and Social Science between 1971-72 and 1972-73. Increases of one per cent were seen in Agriculture, Journalism, and Philosophy with a seven per cent increase in Nursing and Other Health and a two per cent increase in Undecided. Between 1972-73 and 1973-74 decreases of one per cent were noted for Education, English, Foreign Language, Home Economics, Journalism, Mathematics, Philosophy, Social Science, and Vocational. Increases of one to two per cent were evident for Art, Biological Sciences, Business, Nursing and Other Health, and Undecided. The trend for female UMBC Prospective students between 1971-72 and 1973-74 appeared to be a steady decrease in Education, English, and Home Economics; a ten per cent increase in Nursing and Other Health with a five per cent decrease in Social Science; and a steady increase in Undecided.

When the data for male and female UMBC Prospective students are combined, two trends between 1971-72 and 1973-74 become apparent. First, an appreciable increase for Nursing and Other Health as a first choice of intended field of study occurred - from nine to sixteen per cent. Second, the per cent of students with Undecided intended field of study has steadily increased. Finally, for male UMBC Prospective students Biological Sciences, Business, Engineering, and Social Sciences accounted for 63% of the 1971-72 responses, 60% in 1972-73 and 54% in the 1973-74, and undecided responses another 6%, 8%, and 10% for each year, respectively. For female UMBC Prospective students Biological Sciences, Education, Nursing and Other Health, and Social Science accounted for 67%, 69%, and 63% of responses for 1971-72, 1972-73, and 1973-74, respectively. Undecided responses were 3%, 5%, and 7% for the same year periods.

Nationally for male Prospective Students increases occurred between 1972-73 and 1973-74 in Vocational and Undecided categories only. Education, Engineering, Foreign Languages, and Social Sciences all decreased one or two per cent with remaining fields staying the same. Biological Sciences, Business, Engineering, and Social Sciences accounted for 54% of the choices in 1972-73 and 52% in 1973-74. Female National Prospective students between 1972-73 and 1973-74 increased by one per cent in Architecture, Biological Sciences, Business, Nursing and Other Health, and two per cent in Undecided. Decreases of one to two per cent were noted for Education, Philosophy, Social Science and Vocational. Biological Sciences, Business, Education, Nursing and Other Health, and Social Sciences accounted for 63% of the responses for 1972-73 and 1973-74. When both sexes are combined the data show a one per cent increase in Biological Sciences and two per cent in Undecided. Decreases of one or two per cent occurred for Education, English, Engineering, and Vocational.

The 1973-74 UMBC Prospective male students tended to be more interested in Biological Sciences, Mathematics, Nursing and Other Health, Psychology, Social Science and less interested in Agriculture, Engineering, and Vocational fields of study than the National Prospective males. The 1973-74 UMBC Prospective female students tend to be more interested in Biological Sciences, Nursing and Other Health, Psychology, Social Science and less interested in Art, Business, English, and Home Economics than the National Prospective females.

STUDENTS RECEIVING ONE OR MORE HIGH SCHOOL HONORS AND AWARDS

Between 1971-72 and 1973-74, the percentage of UMBC Prospective students who received one or more high school honors and awards steadily increased for males, females, and the total (Table 4). That kind of increase was reflected in the National Prospective groups between 1972-73 and 1973-74 and for the college norms. The percentage of female students receiving awards typically exceeded the male percentage.

The percentage reported for 1972-73 UMBC Prospective students were lower than those for the State and National Prospective group and the college norms for All Colleges and 4-Year Public Colleges for the same year. For the year 1973-74 the UMBC Prospective percentages were below the National Prospective percentages and the college norms.

STUDENTS PLANNING TO APPLY FOR ADVANCED PLACEMENT OR COURSE CREDIT

There were only small differences in percentages of students planning to apply for advanced placement or course credit among the Prospective groups and college norms (Table 5). Of the students who responded to the item on the SDQ, approximately 55% planned to apply. The UMBC Prospective groups for 1972-73 and 1973-74 compared favorably with the National Prospective groups and the college norms for the same years. The UMBC 1972-73 Prospective group percentage was 3 per cent higher than the 1972-73 State of Maryland Prospective group.

PLANS TO ASK COLLEGE FOR SPECIAL ASSISTANCE

One item of the SDQ requested students to indicate whether they intended to ask their colleges for special assistance in any of seven areas: educational-vocational counseling, math skills, reading skills, writing skills, study skills, part-time work, and personal counseling. The format of the question was changed in 1973-74 and therefore, only 1973-74 data for UMBC Prospective, National Prospective, and college norms are considered here (Table 6).

Eighty per cent of the UMBC and National Prospective students who responded to the SDQ stated that they planned to ask for assistance in at least one area. The average requests per student was 2.3 for both groups. The percentage differences in each category are negligible when comparing UMBC, National, and college norms groups.

About forty-five per cent of the student in all groups plan to ask for assistance with educational-vocational counseling and part-time work. Twenty to twenty-seven per cent intend to ask for assistance in Math, writing, and study skills; and about eighteen per cent with reading skills. Approximately eight per cent intend to request personal counseling.

In summary, 1973-74 UMBC Prospective students were comparable with National Prospective students and college norms in terms of requests for special assistance. It appeared that educational-vocational counseling and part-time work were clearly two areas of student needs. Needs for assistance with academic skills were also appreciable. The low percentage of students who anticipated requesting personal counseling should be interpreted with caution. That represented the percentage who were willing to say they needed personal counseling. Furthermore, many more students will probably seek such counseling once in college when they begin coping with new and unanticipated situations and problems.

TABLE 1

Percentages of Students in First Tenth and First Fifth of Graduating Class Based on Self-Reported Rank *

ATP Group	1971-72 H.S. Seniors	1972-73 H.S. Seniors	1973-74 H.S. Seniors
UMBC Prospective	18	20	17
	42	47	44
UMBC Applied	18	18	-
	40	43	-
UMBC Accepted	20	21	-
	43	48	-
UMBC Enrolling	17	18	-
	39	46	-
UMBC Persisting	18	-	-
	41	-	-
State of Maryland Prospective	-	22	-
	-	47	-
National Prospective	-	23	22
	-	47	48
College Norms			
All Colleges	19	19	19
	42	43	45
4-Year Public Colleges	21	22	20
	45	48	48

*The upper figure is the percentage in the upper tenth of the graduating class; the lower figure, the percentage in the upper fifth.

TABLE 2

Estimated High School Grade Point Average

ATP Group	1971-72 H.S. Seniors	1972-73 H.S. Seniors	1973-74 H.S. Seniors
UMBC Prospective	-	2.95	3.01
UMBC Applied	-	2.65	-
UMBC Accepted	-	2.79	-
UMBC Enrolling	-	2.78	-
UMBC Persisting	-	-	-
State of Maryland Prospective	-	2.96	-
National Prospective	-	3.04	3.06
College Norms			
All Colleges	-	2.99	3.06
4-Year Public Colleges	-	3.03	3.08

TABLE 3

Percentages for Educational Goals of Responding Students

ATP Group	1971-72 H.S. Seniors	1972-73 H.S. Seniors	1973-74 H.S. Seniors
UMBC Prospective			
B.A. or B.S.	33	36	34
Graduate Study Intention	37	38	41
Undecided	23	23	22
UMBC Applied			
B.A. or B.S.	33	35	-
Graduate Study Intention	40	41	-
Undecided	23	22	-
UMBC Accepted			
B.A. or B.S.	34	35	-
Graduate Study Intention	41	42	-
Undecided	23	22	-
UMBC Enrolling			
B.A. or B.S.	35	34	-
Graduate Study Intention	41	42	-
Undecided	22	23	-
UMBC Persisting			
B.A. or B.S.	33	-	-
Graduate Study Intention	44	-	-
Undecided	21	-	-
State of Maryland Prospective			
B.A. or B.S.	-	31	-
Graduate Study Intention	-	38	-
Undecided	-	26	-
National Prospective			
B.A. or B.S.	-	29	29
Graduate Study Intention	-	36	38
Undecided	-	27	26

Note: The difference between the percentage of these responding and 100% is comprised of students planning to earn less than a B.A. or B.S. degree

TABLE 4

Percentage of Students Receiving One or More High School Honors and Awards

ATP Group	1971-72 H.S. Seniors	1972-73 H.S. Seniors	1973-74 H.S. Seniors
UMBC Prospective	34/47/40	41/49/45	43/52/48
UMBC Applied	35/46/40	40/49/45	--
UMBC Accepted	36/49/42	44/52/48	--
UMBC Enrolling	32/44/38	47/50/49	--
UMBC Persisting	35/45/40	--	--
State of Maryland Prospective	--	44/50/47	--
National Prospective	--	46/51/49	48/53/51
College Norms			
All Colleges	44	49	52
4-Year Public Colleges	45	52	53

Note: Males/Females/Total

TABLE 5

Percentage of Students Planning to Apply for Advanced Placement or Course Credit

Group	Percentage
1971-72 UMBC Prospective	-
1972-73 UMBC Prospective	55
1973-74 UMBC Prospective	55
1972-73 State Prospective	52
1972-73 National Prospective	55
1973-74 National Prospective	55
College Norms	
1972-73 All Colleges	54
1973-74 All Colleges	55
1972-73 4-Year Public Colleges	56
1973-74 4-Year Public Colleges	57

TABLE 6

Percentage of Respondants to SDQ Who Plan to Ask College for Special Assistance

Group	Educ/Voc Counseling	Math Skills	Reading Skills	Writing Skills	Study Skills	Part-Time Work	Personal Counseling
1973-74 UMBC Prospective	45	23	17	20	25	45	8
1973-74 National Prospective	44	23	19	19	26	44	8
College Norms							
1973-74 All Colleges	46	24	19	20	27	47	8
1973-74 4-Year Public Colleges	44	23	18	19	26	47	7

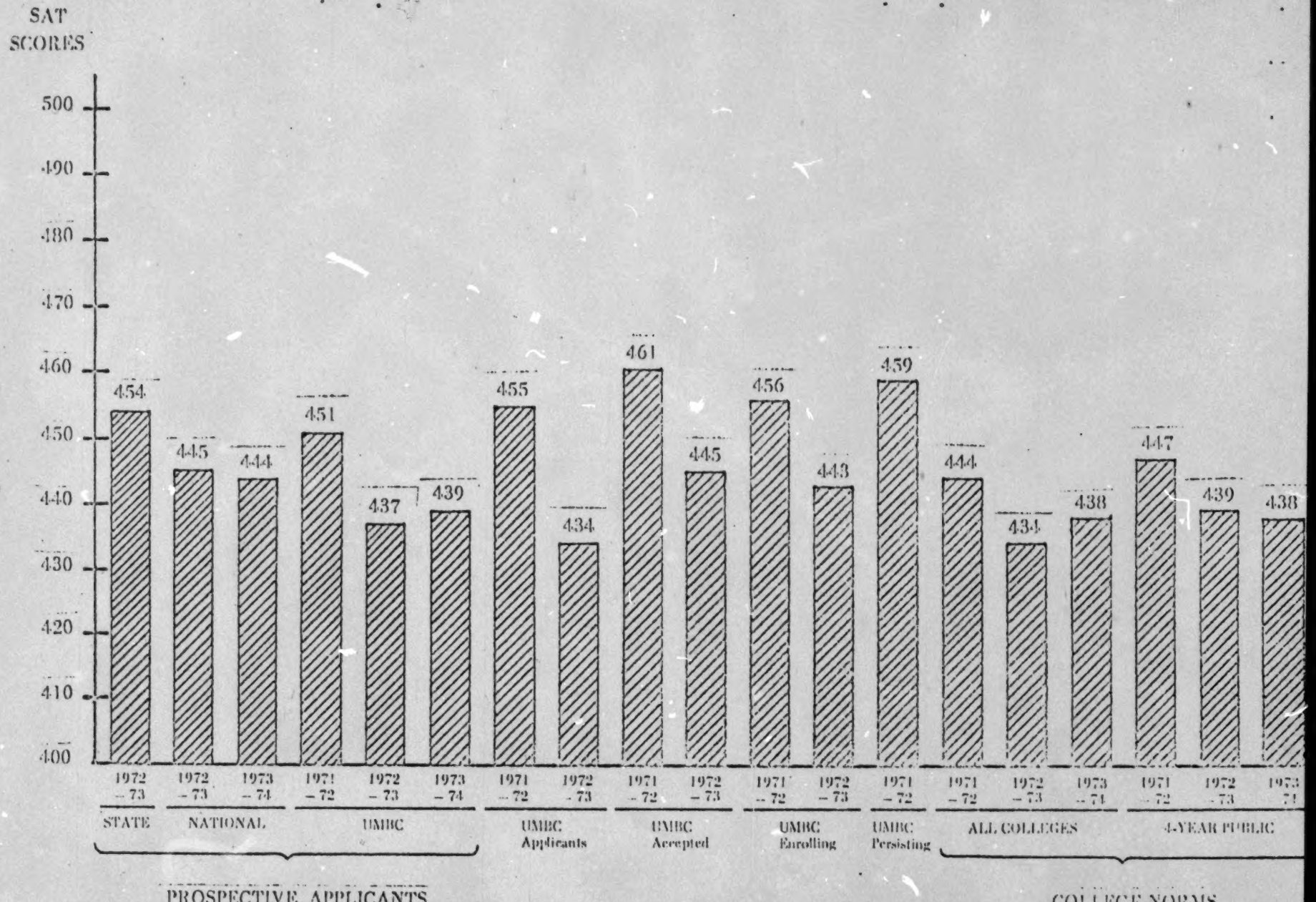

FIGURE 1. SAT VERBAL SCORES

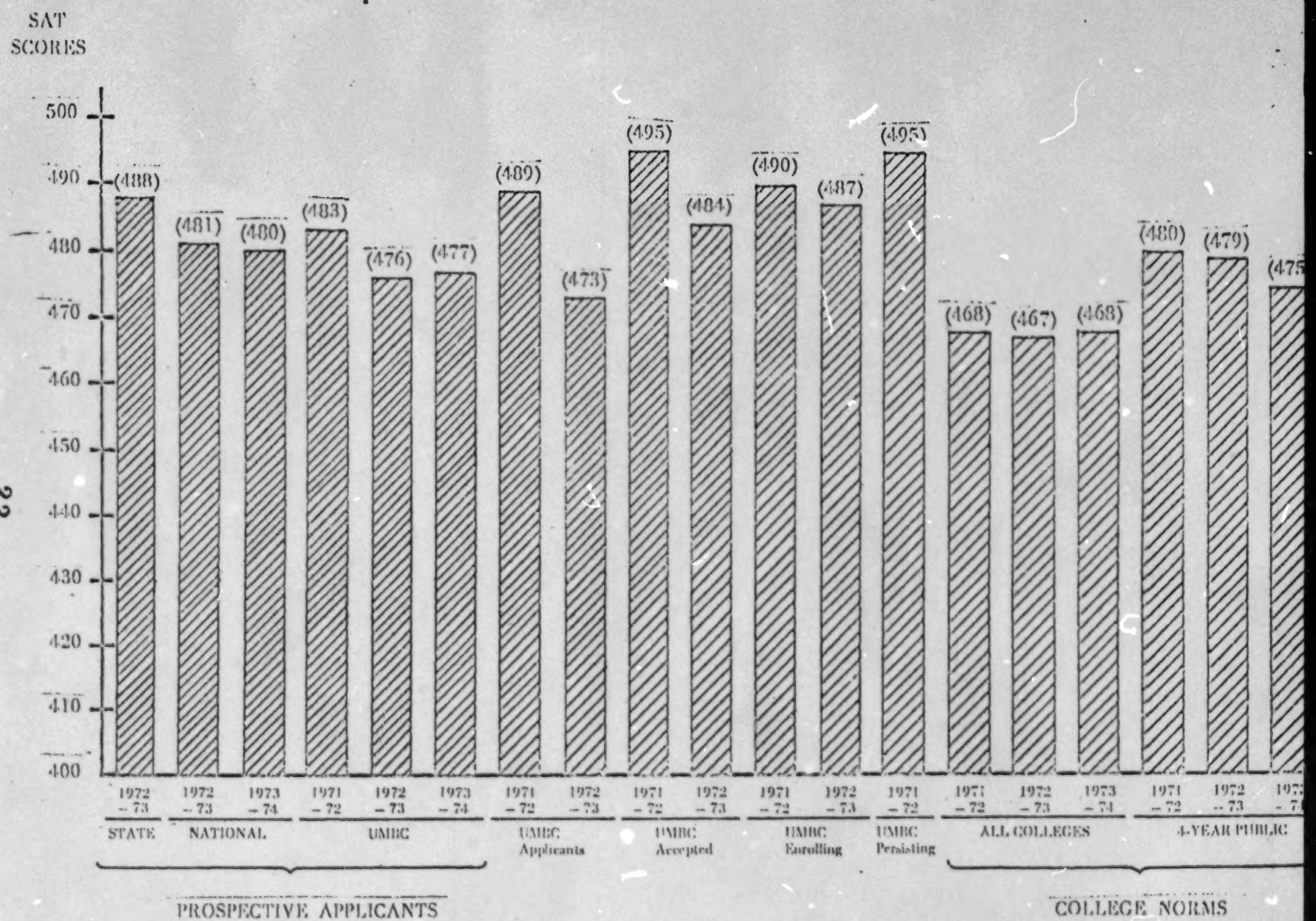

FIGURE 2. SAT MATH SCORES